

**Accreditation Study Work Group  
Issues Identified/Classified  
June 16-17 Meeting**

**“Big” Topics Needing to be Addressed First**

- Purpose of Accreditation
- Role of CTC
- Role of COA
- NCATE
- Where do these fit in accreditation? Induction, Fifth Year, Subject Matter, Blended
- Responsiveness to linguistic diversity, what does the scholarship say?
- On-going cycle of improvement
- Providing options for the institutional level
- National Accreditation context (NCLB...)
- Move from “factors to consider” to “required elements”

**Issues To Talk About**

- Inclusion of historical information
- More frequent reports/ interim reports, interim peer review
- Informal program peer review/annually
- “Super” accreditation level
- Reevaluate the “equality” of all standards/better guidance
- Standard 4
- Experimental Option
- Self select areas for focused report/improvement
- Site visit as “focused review”
- Connection to Title II?
- Options – IHE/ program choices
- Common standards as super standards
- Data – what, how, how often
- Outcomes-based
- On-going cycle of improvement – how the accreditation event facilitates on-going improvement

**Details**

- Teams (pool, structure, size, organization, recruitment)
- Training
- Self Study Report prep
- Timing Cycle
- Visit (schedule, data, exit report, team report, recommendations, decisions)
- Response/appeal
- Initial accreditation (criteria, process – visitation)
- Role of technology

**Issues NOT yet discussed but need to be remembered as we move forward:**

- |   |                                   |
|---|-----------------------------------|
| ♦ Special Education                                 | ♦ Quality versus compliance       |
| ♦ EL related issues                                 | ♦ Integrated/Blended programs     |
| ♦ Funding/Cost                                      |                                   |
| ♦ Alternative Routes/Modes of Delivery              | Added to list at a later meeting— |
| ♦ Community College as it relates to subject matter | ♦ Role of CTC staff               |